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ABSTRACT

This annotated bibliography is a collection of references that concern educational administration research in the area of leadership. Over 100 brief annotations are arranged alphabetically by author. (SI)

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Bibliography

Albert, K. (Ed.). (1983). *The strategic management handbook*. New York: McGraw-Hill.

This book deals with a wide variety of aspects of strategy which deal with planning.

Astin, A. W., & Scherrei, R. A. (1980). *Maximizing leadership effectiveness*. San Francisco, CA: Jossey-Bass Publishers.

This book focuses on administrative style and its effects on faculty and students based on a study with the Exxon Education Foundations Resource Allocation Management Program. Two specific chapters focus on leadership's impact on faculty and leadership's impact on students. The outcome of the study was that presidential and administrative styles are related to a number of faculty and student outcomes.

A study reported in connection with the Exxon Education Foundation's Resource Allocation Management Program (RAMP), a five-year program of grants awarded to some forty-nine private colleges and universities between 1972 and 1977. It concentrates on administrative style and its effect on faculty and students.

Balderston, F. E. (1978). *Managing today's university* (3rd ed.). San Francisco, CA: Jossey-Bass Publishers.

Topics in this book include organizing for management, resources and budgets, administrative services, representational entities and the presidency, and varieties of financial stress. The final chapter provides an integration of the managerial perspective of the book for the contemporary university by discussing issues and strategies for guiding the university towards survival, stability, and excellence.

It talks on how universities can solve problems such as: quality and quantity of education, identify and measure the components, analyze and evaluate their performances.

Baron, B. (1978). *The managerial approach to tertiary education: A critical analysis*. London, England: THE NFER Publishing Co.

Baron relates the managerial approach to the educational socio-psychological and economic context of tertiary institutions. Topics include evaluating the managerial approach, establishing the aims and objectives of the college, and the future of the managerial approach.

A discussion of the applicability of management concepts and approaches to the operation of all levels of education and how it has increased in recent years.

Bennett, J. (1983). *Managing the academic department*. New York: Macmillan.

This book of case studies is a good source of practical ideas and techniques for running today's academic department or division. A wide range of managerial styles and institutional settings are discussed.

Bennis, W. & Nanus, B. (1985). *Leaders*. New York: Harper & Row.

Descriptions of forty leaders, from symphony orchestra conductor to Fortune 500 chairman, focus on various styles of effective leadership.

Bernard, M. Bass (Ed.) (1981). *Stogdill's handbook of leadership*. New York: The Free Press.

In this revised and expanded edition of Stogdill's work Bass gives the reader the most comprehensive survey of theory and research on leadership. The work includes: types of leaders, theories and models of leadership, leadership traits, power, leader/follower traits, styles of leadership, and new issues for the 80's and beyond.

Birnbaum, R. (1980). *Creative academic bargaining: Managing conflict in the unorganized college and university*. New York: Teachers College Press.

Introduces a previously unknown structure with potentially major effects upon the ways in which faculty and administration interact.

It shows how in some cases, the results of academic bargaining have been beneficial and constructive. In others it has promoted open warfare between various campus groups and has caused divisiveness and hostility.

Blake, Robert R., Mouton, Jane S., and Williams, Martha S. (1981). *The academic administrator grid*. San Francisco: Jossey-Bass.

This book contains ideas about how to solve problems within administration and how to use the grid approach. The grid approach is a systematic way of understanding administrative leadership in terms of institutional performance and concern for people.

Blanchard, K. & Peale, N. V. (1988). *The power of ethical management*. New York: William Morrow.

In parable format, the authors promote the concept of positive self-esteem as a motivational force in developing the ethical workplace.

Blumberg, A. & Blumberg, P. (1985). *The school superintendent: Living with conflict*. New York: Teachers College Press.

This book is based on interviews with 25 superintendents of schools which were recorded and later transcribed. One chapter specifically deals with

some dilemmas of leadership in the superintendence. They say that the superintendent must focus on managing conflicts and keep things under control and also be a leader and seek conflict out and sometimes promote it.

It's about a superintendent dealing with situations involving conflict. Some trivial situations. Trials and tribulations of school districts. Lives and times of superintendents of schools.

The roles of superintendents of schools and the many problems they are faced with.

Blumberg, Arthur & Greenfield, William. (1980). *The effective principal*. Boston: Allyn & Bacon.

Bogue, E. G. & Saunders, R. L. (1979). *The educational manager: Artist and practitioner*. Worthington, OH: Charles A. Jones Publishing.

The unifying theme of this work is improving the effectiveness of educational management. It is based on three convictions: 1) performance of our educational institutions is directly related to the quality of their management, 2) a sure command will lead to more effective performance and 3) educational managers must have as much concern for the goals of their institutions as they do for the ways by which those goals are achieved.

Bradford, D. L. & Cohen, A. R. (1984). *Managing for excellence: The guide to developing high performance in contemporary organizations*. New York: John Wiley.

Printed as a business text, it focuses on techniques of problem solving, decision making and strategic planning.

Brown, D. G. (1984). *Leadership roles of chief academic officers*. San Francisco, CA: Jossey-Bass Publishers.

This book deals with concepts addressed to chief academic officers, but are equally applicable to work of college deans and hope to keep academic leaders anticipating the future with wisdom and effective action. Topics include participatory leadership strategy, strategies for faculty development, sustaining faculty leadership goals, academic direction, and faculty development.

Themes of bold leadership, decision making, and focused excellence.

Interview with chief academic officers (CAOs). How Presidents have big chunks of nondiscretionary time; virtually all CAO time is discretionary, although it doesn't seem so. How different CAOs spend their time, no standard schedule is followed. CAOs may relate to the board, act as figureheads, and preside at commencement. How 60% of their time is spent raising money for foundations, how some never leave campus, etc.

Budoff, M., Orenstein, A. & Kervick, C. (1982). *Due process in special education: On going to a hearing*. Cambridge, MA: Ware Press.

A detailed and well-organized account of the nature of due process is presented. An evaluation of the appeals system with constructive criticism is included, as well as thoughts from administrators who have participated in hearings.

Burnbaum, R. (1980). *Creative academic bargaining: Managing conflict in the unionized college and university*. New York: Teachers College Press.

This book is concerned with the evolution of collective bargaining in academic life and with a particular form of evolution from conflict to cooperation. The focus of this book is upon the processes by which unions and administrations develop their own positions, assess the positions of the other, and interact with the purpose of reaching agreement.

Bush, Tony. (1986). *Theories of educational management*. London: Harper and Row.

The author makes us aware that in order for quality learning to take place there must be good management of the school. The author offers five models of educational management to help the reader better grasp the theories, concepts, and structures involved in school administration management. The author skillfully links theories to examples of practice of educational management in schools. The underlying purpose of this book is to promote a greater understanding of the managerial problems practitioners encounter in their work everyday.

Byrne, David R., Hines, Susan A., & McCleary, Lloyd E. (1978). *The senior high school principalship. Volume 1: The national survey*. Reston: National Association Secondary School Principals.

An interesting focus on this work is the data on females as high school principals. The patterns of discrimination are quite clear, with 75% of women as principals in schools with less than 745 students, and 1% women principals assigned to schools of 2,000 or more students.

Chamber, J. (1983). *The key achievement of education: An examination of key concepts in education practice*. New York: Harper & Row.

This book presents an analysis of educational practice. Emphasis is placed on the practical dimensions of educational theory, of value to both teachers and administrators.

Charters, W. W. & Schmuck, Patricia Ann (Eds.) (1981). *The sex dimension: An overview*. New York: Academic Press.

Influence over others is seen as an integral component of leadership and the authors work demonstrates that women principals exerted more influence over their teacher's professional activity than did male

principals. Women principals were seen by teachers as having more power to influence school affairs.

Cooper, James M. (Ed.) (1984). *Developing skills for instructional supervision*. New York: Longman, Inc.

This work dealt with supervisory skill development. It has specific chapters which deal with managerial skills, technical skills and human relation skills. This book shows the importance of mastering managerial skills to better run a school.

Cuban, L. (1988). *The managerial imperative and the practice of leadership in schools*. Albany, NY: State University of New York Press.

Author contends that administrators and teachers share common images and roles: instructional; political; and managerial. Further, these common roles should serve to unify their efforts in the school's mission rather than to divide. Author contends that autonomy for both school servants is the prerequisite to leadership and that public school design inhibits leadership potential. Text also highlights Cuban's personal experiences in both roles - administrator and teacher. Author examines current focus on school improvement and its implications for educational thinkers.

Dean, J. (1985). *Managing the secondary school*. New York: Nichols Publishing Co.

For anyone who is interested with leadership of secondary schools, this is for you. Part 1 of the book introduces the topics of management and leadership (aims, objectives, and policies). Part 2 is concerned with management of learning and deals with curriculum organization. Part 3 focuses on the school as a community and aspects of management that affect it. Part 4 deals with the management of adults inside and outside the school.

This book explores the task and skills of three major areas-the management of learning, the management of school as a community and the management of people.

Part 1 introduces topics of management and leadership and considers aims, objectives and policies. Part 2 with management of learning and deals with curriculum and organization. Part 3 with the school as a community, looking as the aspects of management which affect the overall life of the school, such as care of pupils and day to day details of administration. Part 4, with the management of adults, both inside and outside the school and concludes with chapters on evaluation and personal organization.

Dennison, Bill and Shenton, Ken. (1987). *Challenges in educational management: Principles into practice*. New York: Nichols Publishing Company.

The authors of this book take a practical and theoretical look at effective management of our schools. They recognize that often times

school management is difficult to comprehend and to apply effectively. This well-structured book includes specific enlightening chapters on leadership and power of principals, head teachers, and teachers. The authors also make us aware of the importance of interpersonal skills in management in education.

DeNovellis, R. L. (1975). *Schools become accountable A PACT approach*. Washington, D.C.: Association for Supervision and Curriculum.

Monograph suggests an accountability plan for schools through PACT (Planning Accountability Team). Author's description provides "accountability" concept as a catalyst for improving education if accountability is the agreement between goals and realization of goals.

DeRoche, Edward F. (1985). *How school administrators solve problems*. Englewood Cliffs, New Jersey: Prentice-Hall.

Practical solutions to common problems was the focus of this survey of 2,000 school executives. Many different leadership styles emerge, with the consensus being, "Problems provide opportunities for leadership."

DoôE, L. W. (1983). *Personality, power and authority: A view from the behavioral sciences*. Westport, CT: Greenwood.

A discussion of the granting and distribution of power in our society. Topics include assessment of competency of power, the best way to arrest power in an organization and justice.

Doyle, K. (1983). *Evaluating teaching*. Lexington, MA: D. C. Heath.

Presents research and evaluation of teaching done by Doyle and others. Included is a mixture of evaluation practices and concepts with support for defense of the evaluation process.

Drake, T. L., & Roe, W. H. (1986). *The principalship*. New York: Macmillan.

Text focuses on the common competencies of principals' work within the elementary, middle and high school settings addressing the effective functions of the principal's job. Topics include ideas for staff development, school organization for improved learning opportunities, business management, and special school/societal problems: vandalism, discipline, child abuse, and their legal implications for schools and principal.

Drucker, Peter F. (1986). *The frontiers of management*. New York: Truman Talley Books.

Although this book primarily deals with business, it does contain principles of management. The text discusses staff relationships and how to deal with staff problems.

Drucker, Peter F. (1980). *Managing in turbulent times*. New York: Harper and Row.

Drucker helps to describe management. He talks about how management should cope with the changing society. The book deals with the possible labor and salary problems that face the manager today. Despite dealing almost exclusively with business, the book does have points that can be applied to education.

Duck, L. (1981). *Teaching with charisma*. Boston: Allyn & Bacon.

Written with a humanistic approach. Applications of psychological foundations and learning theory are well presented. Differing theories are represented by five different teaching roles demonstrating differing teaching behaviors.

Duke, Daniel L. (1987). *School leadership and instructional development*. New York: Random House.

This book contains information on how school leaders can assess their own effectiveness. The technical skills of supervision are examined within the broader context of instructional improvement. The book also contains diagnostic questions for the school leader to use.

Dunn, Kenneth and Dunn, Rita. (1983). *Situational leadership for principals: The school administrator in action*. Englewood Cliffs, NJ: Prentice-Hall.

This book offers realistic situations and appropriate decisions that school administrators face everyday. The authors divide the book by various sectors that the principal has to deal with as an administrator in education. There are forty situations offered by several scholars in this book. After each situation key issues, analysis, and other items for discussion are included for the reader.

Duttweiler, P. C., & Hord, S. M. (1987). *Dimensions of effective leadership*. Austin, TX: SEDL (Southwest Educational Development Laboratory).

Authors present a broad and comprehensive review and synthesis of literature relative to effective administrative leadership. Approaches to leadership, bureaucratic and democratic management bases, school-based management, the differences between effective and ineffective principals, and the strategies employed by those considered "effective" and addressed in this volume. Over 125 references cited.

Edson, S. K. (1988). *Pusing the limits: The female administrative aspirant*. Albany: NY State University of New York Press.

Edson presents 5-year longitudinal study (1979-1985) to highlight 142 women in administration relative to their lives, experiences, career goals as they pursued careers in educational administration or subsequent to

securing administrative role. Text divides interviewing topics by: career stages; marriage and family issues; concerns about discrimination in the workplace; goals and expectations at outset; and career updates. Author states purpose of interviews was to dissipate myth that women do not aspire to top level positions.

Everard, K. B. (1986). *Developing management in schools*. Oxford, England: Basil Blackwell Ltd.

Taken from an English perspective this author compares the worlds of educational management and industrial management. Coming from industry, the author reveals what schools could learn from industry about management. The author's first book Effective school management was aimed at heads (principals) and other teachers who have to help run their schools. This book goes further by examining the processes, systems, and structures that support the development of management in schools.

Finn, Chester E. (1987). *Principal selection guide*. Washington, D.C.: Office of Educational Research and Improvement.

It outlined the tasks that principals must tackle. It also stated very clearly that the administrator is an instructional leader who must set the expectations for the whole school. It also discussed what you would look for when hiring a principal.

Foxley, C. H. (Ed.). (1980). *Applying management techniques*. San Francisco, CA: Jossey-Bass Publishers.

This is a sourcebook on the application of management principles and techniques in student services administration. Important chapters in the book include Chapter 1 on determinants of managerial effectiveness, Chapter 2 on organizational development, systems analysis, and planned change, and Chapter 3 which deals with the whys and hows of developing effective teams.

It will hopefully provide a basic resource for teachers and students in student personnel/student development graduate programs. It discusses factors which help determine managerial effectiveness. Shows how organization development, system analysis, and planned change concepts can be applied in higher education by student services administrators.

Fraley, A. E. (1981). *Schooling and innovation: The rhetoric and the reality*. Boston: Tyler Gibson.

An analysis of why various school reforms from the past failed, including Parker and Dewey, core curriculum and the Ford Foundation programs of 1950 to 1970. A discussion of the limited use of skills learning is included.

Genck, Fredric H. (1983). *Improving school performance: How new school management techniques can raise learning, confidence and morale*. New York: Praeger.

The author expresses concern and solutions to the problems of poor school performance. This book offers new management concepts and techniques for improved school performance. There is a necessary emphasis on the human side of school management. The author stresses that participation, communication and responsibility for performance are essential in schools today.

Glasman, N. S. (1986). *Evaluation-based leadership*. Albany, NY: State University of New York Press.

This is a practical guide for effective departmental leadership in today's secondary schools. Each chapter is divided into 2 sections. Section 1 deals with concepts underlying topics in discussion. The other section illustrates practices. This concept/practices approach makes the book particularly suitable for use in staff development and other school district in-service programs.

How a leader is to perceive what others want, which desires they pursue, and at least in general terms - how they realize those desires. The school principal must address both his or her own wants and those of many individuals associated with the school. How she or he is both before and alongside others.

Goodlad, John L. (1983). *A study of schooling*. New York: McGraw-Hill.

This work is a call for the re-emphasis on the "educational force" of leadership. It is the result of the research on school effectiveness and teacher effectiveness. It examines the aspects of leadership and criticizes the "displacement of educational aspects of leadership in favor of the technical and human."

Gorton, R. A. (1983). *School administration and supervision: Leadership challenges and opportunities*. (2nd ed.). Dubuque, IA: W. C. Brown.

The focus of the book is on principles and theories of administering and improving schools. Leadership responsibilities and opportunities of school administrators and supervisors are emphasized because few problems will be resolved or school improvements made unless the school administrator and supervisor exercise leadership.

Gorton, Richard A., McIntyre, Kenneth E. (1978): *The senior high school principalship*. Volume II: *The effective principal*. Reston: National Association of Secondary School Principals.

This work examines how individuals become school leaders and how they sustain leadership over the years. It also notes that leaders are strong in oral communication and asks whether they are born with this natural

facility for language. They conclude, "...ability to communicate may be an important component of leadership."

Goulding, Sandy, Bell, Judith, Bush, Tony, Fox, Allan & Goodey, Jane (Eds.) (1984). *Case studies in educational management*. London: Harper & Row.

A set of case studies which investigates problems in educational management from Pre-K to higher education. Focus was on investigative methods to determine leadership strategies and organization.

Gray, H. L. (1980). *Management in education*. Nafferton, England: Nafferton Books.

The British author examines organizations with a psycho-sociologist viewpoint. This book is a collection of papers, many still in the works. Each one attempts to apply theory to practice. The author offers a humanistic approach to educational management. Although a rather abstract, unstructured book, it does give the reader one person's perception of school administration. Reading specific chapters of the book may be of more help to the reader than trying to grasp the whole collection.

Gray, H. L. (Ed.). (1982). *The management of educational institutes*. Sussex, England: Falmer Press.

This book has a series of articles on management that provide information on various topics. Specific articles on "What business management can teach schools" and "The nature of managerial activities in education" provide information from the business world and relates it to teaching.

Greenfield, W. (Ed.) (1987). *Instructional leadership: Concepts, issues, and controversies*. Boston: Allyn and Bacon, Inc.

A dynamic group of scholars offers insightful essays in this book. Each essay takes a somewhat different look at the complexities involved in school administration and in schools. The entire book takes a look at the nature of school leadership and management. Lengthy reference lists at the end of each essay may assist the reader in gaining further understanding of school administration.

Guskin, A. (Ed.). (1981). *The administrator's role in effective teaching: New directions for teaching and learning*. A quarterly Sourcebook. Eble, K. and Noonan, J. (Eds.). No. 5. Washington: Jossey-Bass, Inc.

Eight contributors to issues of principal's role in facilitating instructional plan and improvement. Gruskin, an applied social psychologist, explores through contributing essays, how administrators' leadership styles affect the teaching and learning processes. Though examples and references discuss administrative styles of those in higher education, many factors are applicable to the elementary and secondary administrative arena.

Guthrie, James W. and Reed, Rodney J. (1986). *Educational administration and policy*. Englewood Cliffs, NJ: Prentice-Hall.

This book attempts to provide an understanding of educational organization management. The authors remind us that effective management is necessary to insure the quality of the learning institution. Management is appropriate when its bottom line or goal is the enrichment of the student. The authors general aim is to provide information to help enhance the ability of educational managers and leaders.

Hall, G. E. & Hord, S. M. (1987). *Change in schools: Facilitating the process*. Albany, NY: State University of New York Press.

Change in schools is the main topic of the book which describes the author's findings, their implications, and conceptual framework they fit into. The highlights of the book include: The Literature: Leadership for Change, What Kind of Change Facilitator Are You? Responder, Manager, or Initiator, and Principals Do Not Do It Alone: The Consigliere and Other Change Facilitators.

This book is about making sense out of changes in schools and colleges as it is experienced by its participants. It also describes the findings, the implications and conceptual framework of these changes in the schools.

Harris, Ben M. (1985). *Supervisory behavior in education*. Englewood Cliffs, NJ: Prentice-Hall.

This book examines the theory, reserach, and evolving concepts of supervision of instruction. The author recognizes that school administration must be capable of change and innovation as humans and society change. The instructional supervisor includes teacher, principals, and other administrators. Quality supervision of educational institutions can better insure quality learning and teaching.

This book deals with theory, research and evolving concepts of supervision and instruction. It lists the management and leadership skills necessary to be an effective administrator while it gives relevant situations and practical applications.

Harris, Ben M. and McIntyre, Kenneth E. and Littleton, Vance C. and Long, Daniel F. (1985). *Personnel administration in education: Leadership for instructional improvement*. Boston: Allyn and Bacon.

This book examines what makes our schools effective-personnel. Quality personnel in educational administration must be able to meet the demands of our modern school. Administrators need to be responsive, responisble and productive. There is a genuine demand for improving the capabilities of the personnel serving our schools.

Harris, George W., Jr. and Dawes, Ruth A. H. (1988). *The business management and service tasks of the school principalship*. Springfield, IL: Charles C. Thomas Publisher.

The author reveal that not only must school principals be responsible for instructional leadership they must also respond to the business management tasks of their schools. Appropriate business management techniques should be applied to run the schools everyday. Management occurs at the building level, theoretical level, and at the human level. For example, the principal must be able to manage food services, conduct complex decision-making, and create a working cooperative relationship with his/her staff.

Heller, Trudy. (1982). *Women and men as leaders: In business, education and social service organizations*. New York: Praeger.

Includes discussion of stereotypes of men and women who lead, differing views of women and men as leaders and future styles of leadership for men and women.

Hentschke, Guilbert C. (1985). *Management operations in education*. Berkeley: McCutchan Publishing.

The author maintains that education is America's biggest industry and seeks an understanding of the magnitude and complexity of the job of educational managers. He profiles the management tools needed by those in educational administration.

Highe, Larry W. and Ubben, Gerald C. (1984). 2nd edition. *The elementary principal's handbook*. Boston: Allyn and Bacon, Inc.

It discusses the scheduling aspects, the creation of a positive atmosphere and how to report progress.

Holt, Maurice. (1987). *Judgment, planning and educational change*. London: Harper and Row.

The author attempts to offer ways to bring about educational change by planned means. The author makes us aware that educational change will have to come from reasoned practical judgment. The idea of teacher as a professional is stressed in this book. Although much of the research for this book is drawn from English sources and problems it is applicable to American schools as well. There does exist a common concern for quality and equality of education. The new school administrators of our changing schools may find this British perspective both informative and enjoyable.

Holy, W. K., & Miskel, C. G. (1982). *Educational administration: Theory, research and practice*. (2nd ed.). New York: Random House.

The structure and recurring processes of educational organizations are synthesized using a social systems perspective. The authors maintain that knowledge, not experience, has become the primary resource of education. Experience must be replaced by organized formal knowledge so that educational organizations can improve their performance and production.

Huges, M., Ribbons, P., Thomas H. (Eds.). (1985). *Managing education: The system and the institutions*. New York: Holt, Rinehart, & Winston.

The pressures that are encountered by all local authority office or national department heads. Results from a number of factors: the ever-widening horizons of education itself, the rapidly changing management, and the continuing significant change in social expectations concerning the education service.

A distinctive and fresh approach to the opportunities and problems in education management today are offered here. This book describes and analyzes the complexities of managing education. The authors illustrate the interdependence of theory and practice, showing how practice can be improved by a thorough understanding of the underlying issues.

Hughes, L. W. & Ubben, G. C. (1984). *The elementary principal's handbook* (2nd ed.). Boston: Allyn and Bacon, Inc.

Basic text for elementary and principals; divides organization and management responsibilities into 15 distinct areas. Provides additional 3 chapters of practical applications for the management processes. Contemporary issues such as participatory decision making and time management are included as well as chapter summaries and suggested bibliographies. References and implementable models also provided.

Jedamus, P., Peterson, M. W., & Associates. (1980). *Improving academic management*. San Francisco, CA: Jossey-Bass Publishers.

This book is addressed to everyone concerned with the effective management and efficient operation of institutions of higher education. Part 1 deals with the environment for planning and research. Part 2 focuses on strategic planning and research. Part 3 is concerned with academic planning and research. Part 4 deals with allocating resources. Part 5 speaks on assessing performance. Part 6 discusses increasing campus involvement. Part 7 ties everything together by discussing current institutional practices.

This book concerns everyone that is into effective management and effective operation of institutions of higher education.

It mentions the different types of planning-performances, involvements, practices etc.

Jentz, B. C. & Wofford, J. W. (1979). *Leadership and learning*. New York: McGraw-Hill Book Company.

This text is the outgrowth of the Leadership and Learning Cooperative (LLC): Inservice Program for Personal Growth and Professional Effectiveness for School Leaders. It presents five case studies of administrators who altered their leadership style during the final year of the grant funded program. Case studies, commentaries, and self-help

exercises provide insight to educational leaders' consideration and speaks to issues of personal leadership learning and change.

Johnson, David W., and Johnson, Frank P. (1982). *Joining together: A group theory and group skills*. Englewood Cliffs, NJ: Prentice Hall.

This book attempts to provide the theory and experiences necessary to develop an understanding of group dynamics, effective group skills and leadership. Included is a review of current social psychological knowledge in the area of small groups and contains group exercises.

Johnston, Gladys Styles and Yeakey, Carol Camp (Eds.). (1986). *Research and thought in administrative theory: Developments in the field of educational administration*. Lanham: University Press of America.

This is a collection of essays by scholars involved in the theory movement in educational administration in the mid-1950's. Each contributor has been engaged in theory-based research in this field for more than thirty years. The book is effectively divided into parts. Each part contains several related essays. It provides the reader the opportunity to be exposed to the writers scholarly views on educational administration in the past, today, and in the future.

Johnson, Howard M. (1982). *Planning and financial management for the school principal*. New York: Teachers College Press.

This book is primarily concerned with the organizational dimensions of school administration. The book is divided into three parts: Establishing and monitoring direction for the organization, implementation of goal priorities, and financial management of schools. The author looks at the principalship from a more managerial perspective than from an educational perspective. He does offer many practical skills needed for administration in schools.

Jones, A. (1987). *Leadership for tomorrow's schools*. Great Britain, T. J. Press Ltd. Basil Blackwell.

Author addresses leadership (power) issues for secondary schools in Great Britain; investigating need to develop thinkers in classrooms and among administrative leaders. Jones contends British schools suffer from similar attack as the American counterpart: increasing demand for accountability as well as mandates for more rigid structure, expansion of staff development - the dilemma of responsibility without power to act.

Kaiser, J. S. (1985). *The principalship*. Minneapolis, MN: Burgess Publishing Co.

Textbook of basic skills and responsibilities for secondary elementary and secondary principals. Text describes the scope of understanding for each of the principal responsibilities including legal, professional-instructional, and managerial suitable for students initial course of study in school administration.

Kalb, Marcia. (1987). *Supervision for better instruction*. Englewood Cliffs, NJ: Prentice-Hall, Inc.

Kalb provides information on supervision and how to use supervision to obtain excellence in education.

Kamm, R. B. (1982). *Leadership for leadership: Number one priority for presidents and other university administrators*. Washington, DC: University Press of America, Inc.

There are four sections to this book. The first one deals with some understandings and uses of the term "leadership." The second part speaks of what college and university presidents say about leadership. Part 3 is concerned with leadership for leadership - some imperatives. Finally, Part 4 deals with leadership for leadership as a goal and reality.

Mentions how it's a most difficult "promise" on which to "make delivery", a subject of special meaning and significance for those in education; the word "leadership". It also, explains what is leadership. What is "educational leadership." Attention is given to some commonly held notions about the subject of leadership.

Karol, N. H. & Ginsburg, S. G. (1980). *Managing the higher education enterprise*. New York: John Wiley and Sons, Inc.

Some of the important aspects of managing postsecondary institutions are discussed here. Such topics include endowment fund management, faculty issues and concerns, some significant management issues, educational law, trustee liabilities, risk management, and educational administration in the future.

Mentions widely different methods to accomplish goals that are never fully identified or agreed on conditions characteristic of the university - only anarchy, somewhat organized prevails. Hoping to find a strategy of management subtle and flexible enough to preserve academic values while it also introduces greater effectiveness and more efficiency.

Katz, Daniel & Kahn, Robert. (1978). *The social psychology of organizations*, 2nd ed. New York: Wiley.

This is a description of the general nature of leadership, which according to the authors has three basic meanings; an attribute of an office or position, a characteristic of a person, and a category of actual behavior.

Keefe, J. W. & Jenkins, J. M. (Eds.). (1984). *Instructional leadership handbook*. Reston, VA: National Association of Secondary School Principals.

The handbook is a comprehensive but succinct resource for the instructional leader. State of the art information is available on subject, organizational, and methodological trends. Topics include supervising

classroom management, supervising instruction, and trends in organization and staffing.

The principal's role in providing directions, resources, and support to teachers and students for the improvement of teaching and learning in the school.

It reviews the roles in four domains: formative, planning, implementation, and evaluation.

Kelley, Edgar A. (1980). *Improving school climate: Leadership techniques for principals*. Reston, VA: National Association of Secondary School Principals.

The author stresses the importance of a favorable school climate for teachers, students, and administrators to function in. Climate can serve as the basis for establishing expectations and interpreting events or activities which occur in that environment. A positive school climate can make all the difference in a child's learning experience. The book looks at every aspect of climate development, improvement, etc. in all parts of the educational process. Providing a positive school climate is perhaps the biggest role involved in educational leadership.

Kimbrough, Ralph B., and Nunnery, Michael Y. (1983). *Educational administration: An introduction*. New York: Macmillan Publishing Co., Inc.

This text gives an overview of educational administration and the assorted concepts of the administrative functions. It also deals with ways to administer the curriculum and instruction. Additional information is provided on the types of leadership and services that an administrator must perform.

Knoll, M. K. (1984). *Elementary principal's survival guide: Practical techniques and materials for day to day school administration and supervision*. New Jersey: Prentice-Hall, Inc.

Handy reference guide useful for beginning administrator at elementary level. Guide provides 261 pages of sample reproducible forms and checklists for communicating to parent, teacher, student, central office. Guide suggests method and rationale for: implementing staff development programs; monitoring and reporting student progress; dealing with discipline; developing safe plant operation; selecting new materials; registering kindergarteners and new students; developing parental and other community involvement activities.

Kotter, J. (1982). *The general managers*. New York: Free Press/Macmillan.

Analysis of the successful behaviors of many effective managers. Points of emphasis are on non-traditional methods of dealing primarily with information and human resources.

Landers, Thomas J. and Myers, Judith G. (1978). *Essentials of school management*. Philadelphia: W. B. Saunders Co.

The book tells what supervision is, skills needed by supervisors and how to administer the instructional program.

Lane, J. J. (1984). *The making of a principal*. Springfield, IL: Charles C. Thomas Publisher.

In three parts, the book addresses: the certification process and academic preparation including the internship and the role of the state and university; key aspects of the principal's responsibilities; and the preparation of the parochial school administrators. The final part provides advice to those entering a principal position with practical discussion of resume preparation and interview techniques. Ten major contributors address these topics.

Lassey, William R. & Sashkin, Marshall (Eds.). (1983). *Leadership and social change*. San Diego: University Associates.

The authors provide a broad overview of leadership theory, research and practice. They focus on social movement and political leadership with an emphasis on current research findings. They outline five parts; basic concepts, leadership in complex organizations, leadership in educational settings, community leadership and social/political leadership.

Leggett, S. (Ed.). (1981). *Managing schools in hard times*. Chicago, IL: Teach'em, Inc.

Focuses on how to act and what to do to cope with the hard times syndrome. Strategies of dealing with hard times. Long range planning with specific case histories of how to deal with cost-critical areas - special education, vocational education, and the like.

This book examines the financial end of administrative leadership and gives strategies for dealing with the economic crunch, particularly in the areas of cost-critical areas such as: vocational ed., and special ed.

Leithwood, K. & Montgomery, D. (1986). *Improving principal effectiveness: The principal profile*. Toronto, Canada: Ontario Institute for Studies in Education.

The text investigates the problem of improving principal effectiveness, asking how "effectiveness" is to be judged, determining which aspects of principal behaviors may have direct impact on school effectiveness, and reports implementable leadership behaviors. Data was collected from elementary school settings. Authors speak to levels of effectiveness from least to most effective: administrator; humanitarian; program manager; and systematic problem solver. Results are anticipated for use with principal assessment, identification of prospective principals, and guides for principal training.

Lewis, James, Jr. (1983). *Long-range and short-range planning for educational administrators*. Boston: Allyn and Bacon.

This book offers managers or organizational leaders master goal-setting and problem solving techniques. The author stresses the importance and necessity of the long and short-range planning process for schools. Models are offered for practical application. The author's ten years of practical experience in educational planning offers great credibility to his proposals.

Lieberman, A. & Miller, L. (1984). *Teachers, their world and their work*. Arlington: Association for supervision and curriculum and development.

In their very interesting case study the authors note how the principal is cast into "powerful, symbolic roles." The principal is the school's moral authority who by actions, statements and deeds makes symbolic statements. It is also noted that inaction on a leader's part can be a powerful symbolic statement.

Lindgren, H. C. (1982). *Leadership, authority, and power sharing*. New York: Krieger.

Examples of low morale, group divisiveness, poor communication and motivation are illustrated as common leadership problems. Ways of improving effectiveness are included.

Lovell, John T. and Wiles, Kimball. (1983). *Supervision for better schools*. Englewood Cliffs, NJ: Prentice-Hall, Inc.

This book is concerned with instructional supervision. It discusses processes of supervision and functions of supervisors. Specific topics include supervision in curriculum development, supervision and change and the evolvement of instructional supervision.

McCarthy, J., Ladimer, I., & Sirefman, J. P. (1984). *Managing faculty disputes*. San Francisco, CA: Jossey-Bass Publishers.

This is a handbook dealing with the range of faculty disputes that arise on campus and suggests responses for their management. It highlights two general categories of disputes -- grievances and policy disputes. The emphasis through the book is on the process of dispute management.

Describes the range of faculty disputes that arise on campus and suggests responses for their management. Highlights two general categories of disputes; grievances, which occur with regularity and involve tenure, promotion, discipline, and compensation; and policy disputes, which arise without pattern as to timing or subject matter and involve retrenchment and reorganization, use of endowment funds and other disputes.

Maccoby, M. (1981). *The leader*. New York: Simon & Schuster.

Focuses on the need to be "people oriented" at all levels of an organization. Parallels some of the work of Tom Peters.

Maeroff, G. I. (1988). *The empowerment of teachers*. New York: Teachers College Press.

Author addresses the need to improve the status of teachers and models of "empowerment" and professionalism which positively impact program and learning. Maeroff describes the work of outside agencies that activate collegial staff development such as PATHS, and CHART; teacher groups with common purposes. Knowledge, status, and partnership act to empower the teachers' craft.

Miller, B. W., Hotes, R. W., Terry, J. D., Jr. (Eds.). (1983). *Leadership in higher education*. Westport, CT: Greenwood Press.

This handbook was written from two aspects; theoretical and practical for administrators who are active in the profession as well as for those who desire to be leaders in the future. It mentions that there are many managers and administrators in the field of higher education; however, there is only a few percentage of true leaders. Stating that there will always be a position for administrative leaders who are effective and efficient. It make an assumption that a person can be a more effective leader if he/she has the appropriate education.

This handbook is written for those administrators who are active in the profession today as well as those who desire to be leaders in the future. This book is written in the interest of providing the administrators in higher education with assistance in planning, controlling directing, organizing, and coordinating within his or her organization.

Monahan, William G. and Hengst, Herbert R. (1982). *Contemporary educational administration*. New York: Macmillan Publishing Co., Inc.

This textbook is filled with invaluable information. The chapters discuss the management context in administration, the leadership concept, facilitating successful teaching and learning and the nature of leadership.

Morphet, E. L., Johns, Roe, L. & Riller, T. L. (1982). *Educational organization and administration: Concepts, practices, and issues*. Englewood Cliffs, NJ: Prentice-Hall, Inc.

This book touches educational administration as the interaction of the society and its institutions in search for usable knowledge and interactive knowledge with which to guide the school and education.

This book is divided into three parts. Part 1 deals with basic theories, concepts, and principles. Part 2 stresses major provisions and

implications for organization and administration. Part 3 discusses the development and implementation of relevant provision and programs. There are specific chapters that deal with the role of educational leadership, planning and effecting improvements in education, and mastering the probable and managing the unpredictable.

Morris, V. C., Crowson, R., Porter-Gehrie, & Hurwitz, E. Jr. (1984). *Principals in action: The reality of managing schools*. Toronto: Carles E. Merrill Co.

This text presents an investigation of the principals' time through first hand observation and recognizes the "pivotal" importance of building level leadership. The text is divided into four parts: the practice of school administration with emphasis on principalship; discretionary decision-making and its implications including the career development and training of principals; and a section of eight case studies. Authors compare the literature review of principals' behaviors with "What We See".

Nachtigal, P. (Ed.). (1982). *Rural education: In search of a better way*. Boulder, CO: Westview.

A framework for analyzing factors in rural education is based on a study of rural school improvement. Leadership is included among the factors.

Neale, D. C., Bailey, W. J., & Ross, B. E. (1981). *Strategies for school improvement: Cooperative planning and organization development*. Boston: Allyn and Bacon.

Describes four approaches for moving a school through the stages of organization development. The approaches are: (1) Havelock's Linkage Model, (2) Schmich's Organization Development, (3) Goodlad's Responsive Model of Educational Improvement, and (4) The Rand Change Agent Study Model.

Netzer, L. A., Eye, G. G., Stevens, D. M., & Benson, W. W. (1979). *Strategies for instructional management*. Boston: Allyn and Bacon.

Sensitive application of an understanding of managerial obligations in the educational context. Consideration is given to the identification of an individual's assets and the proper assessment of how those assets can be most effectively utilized.

Nottingham, M. (1978). *Principles for principals*. Washington, D.C.: University Press of America.

Practical guide to secondary principalship including: the role of the principal, the process for organizing staff development, the management of a variety of curriculum areas, the budget, and issues of conflict.

Nwankwo, John I. (1982). *Educational administration: Theory and practice*. Delhi, India: Vikas Publishing House.

The author examines the theories, concepts and techniques in the field of educational administration. Also offered are some practical applications of these to school systems administration, particularly in developing countries like Nigeria. This book offers the school administrator and teacher a unique perspective of what could be done to improve educational administration effectiveness.

Oliva, Peter F. (1984). *Supervision for today's schools* (2nd ed.). New York: Longman.

This textbook takes a close look at supervision in schools in terms of leadership and cooperation. Most of the book describes the supervision as leader, helper, and innovator. A bibliography at the end of each chapter provides the reader with tools for further study. Also included at the end of each chapter are a large number of activities for practical application of theories. The author provides a clear vision of supervision in educational administration.

Palardy, J. M. (Ed.). (1983). *Elementary education: An anthology of trends and issues*. New York: University Press of America.

This anthology presents a compilation of 41 perspectives of practicing elementary professionals dealing with goals, strategies, cognitive development, and student and teaching behaviors as they relate to elementary curriculum. They represent a variety of current trends, problems, and controversial issues facing contemporary educators. Mainstreaming, merit pay, tuition tax credits, teacher evaluation, behavior management, motivation, learning disabilities, minimum competency testing, team teaching, mastery learning, and effective schools findings are addressed in this contemporary review.

Pascale, Richard T., & Athos, Anthony G. (1981). *The art of Japanese management*. New York: Simon and Schuster.

This book explains the theory of "hard" side and "soft" side administrative practice. The hard side includes: facts, numbers, structures and designs, procedures, routines, products, and outputs. It is the concrete, logical, objective quantitative side of organizational life and work. On the soft or "human" side we find: social meanings, needs, feelings, attitudes, and impressions. This side representing the qualitative side of organizational life.

Patterson, J. L., Purkey, S. C., & Parker, J. V. (1986). *Productive school systems for a nonrational world*. Alexandria, VA: ASCD.

The book mainly speaks about district-level organization while applying a nonrational model at a building level, but contains a chapter on leadership in a nonrational world. The authors also provide 3 strategies

that can create integrated organizational structures. The authors devote some attention to the concept of leadership in converting vision into organizational reality.

It talks of how a changing population is a force for creating instability. Educational systems have expanded their demands and expectations. Often expectations are contradictory, as demands for increased services and simultaneous cost reductions. Creating productive and innovative organizations, for implementing new strategies of planning and decision making to make use of the new organization, and for developing the kind of leadership that assures the organization will produce a renewed sense of efficacy.

Peters, T. & Austin, N. (1985). *A passion for excellence*. New York: Random House.

Leadership in any field is a matter of listening, trust, and a respect for the dignity and creativity of people as workers, customers and innovators.

Salmon, Paul B. & Shannon, Thomas A. (1981). *Selecting the administrative team*. Arlington: American Associates of School Administrators.

A resource volume for central and building level administrators is contained in this volume. It contains a section on women, minorities, and organizational charts. It deals with personnel, communication, pupil personnel, legislation, and legal concerns.

Schutz, Will. (1978). *Leaders of schools*. San Diego: University Associates.

In this study of institutional management a theory of administrative personnel is explained. The book provides direction for the selection and training of institutional managers and provides methods for selecting and placing administrators. It seeks to identify persons who have potential characteristics and abilities to be administrators and raises the question, "What is a good administrator?"

Sergiovanni, T. J. (1984). *Handbook for effective department leadership* (2nd ed.). Newton, MA: Allyn and Bacon, Inc.

This is a practical guide for effective department leadership in today's secondary schools. Each chapter is divided into 2 sections. Section 1 deals with concepts underlying topics in discussion. Section 2 illustrates practices. This concept/practices approach makes the book particularly suitable for use in staff development and other school district in-service programs.

Practical guide for effective leadership in today's secondary schools. Addressed to persons who now occupy or are preparing to occupy positions as department chairpersons in middle, junior and senior high schools. Principals and administrators who markedly influence the course of the chairpersonship. To redefine the role effectively.

Sergiovanni, T. J. (1987). *The principalship: A reflective practice perspective*. Boston, MA: Allyn & Bacon.

Not a handbook or principal's guide to role performance but a set of scholarly reflective perspectives for principal/leaders. Part I investigates the principal's role in "successful" schools, and Part II addresses the principal functioning as the instructional leader. School supervision, evaluation and its alternatives are the focus of Part III. Part IV deals with management the factors involved with a positive school climate, and Part V - organizational culture and leadership.

Sergiovanni, Thomas J., Burlingame, Martin, Coombs, Fred S., and Thurston, Paul W. (1987). 2nd edition. *Educational governance and administration*. Englewood Cliffs, NJ: Prentice-Hall, Inc.

This source gives an overview of educational administration. It also discusses the skills necessary to be an effective administrator. The leadership and managerial aspects of the profession are also discussed. It also outlines the various models for administrators (human relations vs. human resources). It further explains the various roles needed as a leader.

Sergiovanni, Thomas J. and Carver, Fred D. (1980). *The new school executive: A theory of administration* (2nd edition). New York: Harper and Row.

The authors of this book recognize the humanistic perspective of educational administration. It is the effectiveness of the teacher and the administrator that determines the effectiveness of the school. The book is divided by parts each one being a different system. The authors hope that the book provides a behavioral, conceptual, humanistic perspective to education administration. Leadership, decision-making and management can all be seen from a human viewpoint. The authors provide their own value system for the reader to think about but not necessarily to accept fully.

Sergiovanni, Thomas J. & Corbally, John W. (Eds.). (1984). *Leadership and organizational culture*. Urbana: University of Illinois Press.

What a leader stands for is more important than what a leader does, is the premise of this work. Leadership is defined as, "A cultural expression that builds unity and order within an organization by focusing on purposes, historical and philosophical traditions and ideals and norms.

Sergiovanni, Thomas J. and Starratt, Robert J. (1983). 2nd ed. *Supervision: Human perspectives*. New York: McGraw-Hill.

The nature of supervision is one of the main topics of this book. It outlines the purpose of supervision and the characteristics of a supervisor. It states how to deal with the organizational environment for

supervision. Other chapters deal with theories of supervision and concerns of the supervisor.

Shieve, L. & Schoenheit, M. (Eds.). (1987). *Leadership: Examining the elusive*. Association for Supervision and Curriculum Development.

Yearbook presents distinctive authors' essays on perspectives of leadership: organizationally; personally; and developmentally. Contributions by Deal, T., Owens, R., Dwyer, D., Barnett, B., Lee, G., Champlin, J., Gabler, J., Guild, P., Green, T., Tinelli, L., and Sergiovanni, T. Authors develop themes on influence of organizational structure, the necessity for vision among our leaders, and the challenges to contemporary leaders including an insightful chapter on women administrators.

Challenges to shape the school culture that teachers, students, and others come to share and more importantly, that challenges educators to behave as guardians to the values, beliefs, and expectations which define that culture. The ability of symbolic leaders to communicate intent and meaning considered more significant than the behaviors they demonstrate or the events in which they engage.

Shipman, Neil J., Martin, Jack B., McKay, A. Bruce, and Anastasi, Robert E. (1983). *Effective time-management techniques for school administrators*. Englewood Cliffs, NJ: Prentice-Hall.

The authors are all practicing administrators in public schools. This highly structured book offers how-to, specific guidelines for school administrators. The authors offer a rigid, clearly-defined approach to effective time-management in school administration.

Shtogren, J. A. (Ed.). (1980). *Models for management: The structure of competence*. Woodlands, TX: Teleometrics Int'l.

Critical issues in management are discussed from a standpoint of practicality and effectiveness. The topics progress from managerial philosophy to motivation, involvement, interpersonal competence, group dynamics and managerial competence.

Silver, Paula. (1983). *Educational administration: Theoretical perspectives on practice and research*. New York: Harper and Row.

The author offers a energetic introduction to theory. This book can serve as an orientation to some of the most basic theoretical frameworks in the field of educational administration. The author includes several chapters on individual leadership and organization in educational administration. References are offered at the end of each chapter to aid the reader in further understanding and research of the theories.

Smith, Frank. (1986). *Insult to intelligence: The bureaucratic invasions of our classrooms*. New York: Arbor House.

Smith denounces programmatic instruction in schools as trivialized and coercive action brought about by the control of education outside teacher input. He presents the educational condition resulting from lack of trust in teachers and students since the bureaucrats have taken control over educational decisions. Smith provides sensible instructional alternatives providing useful activities for administrators, parents, and teachers. Smith impresses, humorously, that teachers and administrators need to ask themselves the relevant learning values of programmed practices.

Smith, Stuart C., Mazzearella, JoAnn, Piele, Philip, K. (Eds.). (1981). *School leadership*. Eugene: Oregon: ERIC Clearinghouse on Educational Management.

In compiling their "portrait of a leader," the authors examine such characteristics as: I.Q., birth order, child rearing and socio-economic status. They seek to find implications for administrative selections and pose the questions, What is leadership? and What is the connection between leadership and effective schools? The book also examines various leadership styles.

Snyder, Karolyn J. and Anderson, Robert H. (1986). *Managing productive schools: Toward an ecology*. San Francisco: Harcourt Brace Jovanovich, Publishers.

This work provides material on the principalship. It also discusses educational leadership, goal setting, and staff learning. Snyder and Anderson also talk about various management and influence systems.

Stoops, Emery, Rafferty, Max, and Johnson, Russell E. (1981). 2nd edition. *Handbook of educational administration: A guide for the practitioner*. Boston: Allyn and Bacon, Inc.

This book deals with the many aspects of education that the administrator must contend. Included in the text is a chapter dealing with the administration of the instructional program. The authors also outline the administrators role as instructional leader. They also discuss the role of the administrator in setting up and administering programs.

Vroom, V. H., Jago, Arthur G. (1988). *The new leadership, managing participation in organizations*. Englewood Cliffs, NJ: Prentice-Hall.

Chapters 6 and 7 of this latest book from the authors holds the most interest for academic audiences. The book discusses the role of collaboration and teamwork in organizations-currently a very "hot" topic in education. The focus of the book is an examination of the aspects of leadership by sharing power and participation and influence by those who work with the leaders.

Walberg, Herbert J. (Ed.). (1982). *Improving educational standards and productivity*. Berkeley, CA: McCutchan Publishing.

This book talks about the impact of material and human resources on education. It discusses research on administration and supervisory roles. Various theories, such as decision-making, organizational skills and leadership are studied. Management strategies and applications are also outlined.

Walling, Donovan R. (1984). *How to build staff involvement in school management*. Englewood Cliffs, NJ: Prentice-Hall.

This practical school management book recognizes the importance of staff involvement in the administrative process. While it is important for school administrators to provide a sense of leadership, participatory staff involvement can only enrich the overall development of the school. If all members of the learning institution are promoting a common purpose it can be achieved more easily. The idealist notion of principal as instructional leader can become a reality.

Webb, L. Dean and Greer, John T., and Montello, Paul A. and Norton, M. Scott. (1987). *Personnel administration in education: New issues and new needs in human resource management*. Columbus, OH: Merrill Publishing Company.

This book is written from the human resource management view. The human element is recognized in personnel administration in schools. People affect the quality of our educational system. This book describes development and responsibility of the school administrator.

Weldy, G. R. (1979). *Principals: What they do and who they are*. Reston, VA: National Association of Secondary School Principals.

This monograph is prepared for those aspiring to school administration to outline the diverse realms of responsibility for secondary school principals. The monograph outlines the route to the principalship, general academic preparation, the professional rights, and diverse roles.

Wilson, C. L. (1978). *School leadership today, strategies for the educator*. Boston: Allyn & Bacon, Inc.

How to make the concept operational in response to urgent social needs. A matter of survival. Also a matter of being proud of how one has handled the crisis after it is over.

This book contains 6 sections on strategies for school leadership today. Section 1 deals with survival symptoms and leadership responses. Section 2 speaks of the impact of survival behavior on role and function. Section 3 discusses survival accommodations of process and power. Section 4 speaks on survival planning strategies. Section 5 deals with management strategies with a survival orientation. Section 6 addresses survival-focused supervision.

Wissler, D. F. & Ortiz, F. I. (1988). *The superintendent's leadership in school reforms*. New York: Falmer Press.

This book addresses the issues of a superintendent's role in the establishment of intentional leadership, the process of decentralization, organizational changes inherent in school reform efforts, and the control of information and leadership success and the relationship between intentional leadership.

Deals with the theoretical framework, research methodology, urbanization, classroom integration, quality education for all, intentional leadership, parents describes changes, etc., only to mention a few of the topics mentioned in this book.

Wood, C. L., Nicholson, E. W. & Findley, D. G. (1979). *The Secondary school principal: Manager and supervisor*. Newton, MA: Allyn and Bacon, Inc.

This is a handbook for providing practitioners and students of secondary administration and supervision concepts which can be translated into effective practice. Combined with many sample forms are such sections as decision making, communication patterns, leadership and administrative theory, collective bargaining, and management of supporting school services.

The increasing forces in intensity and complexity with which school administrators have to deal with. It includes values, interests, and needs of both teachers and students; populations with enrollment changes; discrimination of many kinds; escalation of litigation and court mandates; increased bureaucratic paperwork; deener competition for the tax dollar; environmental and energy concerns.

Wynn, Richard and Guditus, Charles W. (1984). *Team management: Leadership by consensus*. Columbus, OH: Merrill Publishing Company.

This book focuses on the idea of participative management. Research has shown the positive effects of this technique for school administration effectiveness. Leadership is an important aspect of each of the chapters. Application of participative management has been troublesome. The authors address the facts/values separation involved in leadership. The book is useful for better understanding organizational theory, and behavior and leadership theory.

Yukl, Gary A. (1981). *Leadership in organizations*. Englewood Cliffs, NJ: Prentice-Hall.

The author seeks to examine the most commonly used measure of leader effectiveness, which is the degree to which the group or organization performs its task successfully and accomplishes its goal. He also takes a look at the outcomes of group effectiveness and the leader's retention of status and position in such situations.

Zeigler, Harmon, Kehoe, Ellen, & Reisman, Jane. (1985). *City managers and school superintendents*. New York: Praeger.

The authors note that their work may seem an "odd" comparison to those in education who are accustomed to years of political and institutional isolation, but they feel it contains valuable insights. They examine two major metropolitan areas, San Francisco and Chicago and have produced a study of the responsiveness of school administrators to the public.

This is a book about city managers and superintendents. Much of the discussion and analysis in the book is based upon interviews with superintendents and city managers from San Francisco and Chicago. Topics deal with conflict, professionalism, and responsiveness, leadership orientation and authority, bureaucratic leadership, and the job of governing how much conflict exists.